



College of Education, Arts & Sciences and Nursing

EDUC 397HE

Sharon Kelley

Fall 2015

Course Number and Title: **EDUC 397HE/404**
Health Enhancement for Elementary Education

Class Time/Day: **Tuesdays 4:00-5:40 p.m.**

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SECTION ONE

Course Catalog Description:

2 semester credits

Elementary education teachers must be able to help students meet OPI benchmark requirements in health enhancement. This course will provide candidates with knowledge of a variety of topics within health enhancement for the elementary school child as well as strategies to teach these topics in a K-8 setting.

Course Prerequisites:

HPE 235 and Level 1 Admission to Teacher Education

Course Texts:

Tellijohann, S., Symmons, C., Pateman, B., Seabert D. (2012). Health Education: Elementary and Middle School Applications. 7th edition, McGraw Hill ISBN: 978-0-07-352968-0

SECTION TWO

Program Faculty's Commitment to the Unit's Conceptual Framework:

Teacher preparation is a central commitment of the MSU-Northern mission statement, and we find that the emphases that statement places on "discipline mastery," on "critical inquiry," and on "social responsibility" resonate with the unit's expectations of its candidates. It is our expectation that candidates for initial licensure will demonstrate a **Commitment to Content**, a **Commitment to Pedagogy**, and a **Commitment to Diversity**.

- MSU-N candidates must learn to appreciate what is problematic in our disciplines and gain the skills to explore those questions, we need the kind of multiple measures from testing, observation of discussion, labs and projects which add up to classroom grades in our content courses. Finally, if we agree that **content knowledge** is in some sense inextricably linked to teaching and learning, we will also want to measure how well our candidates demonstrate content mastery through their own teaching.
- MSU-N candidates understand that good teaching is made through pedagogy; our program must allow candidates to learn the art of teaching (**pedagogy**) as they build their content knowledge. "Researchers of different traditions accept the idea that instruction and learning interact and should be studied in concert," (Schunk, 2000), supporting our unit's practice of connecting pedagogy and content knowledge. Additionally, the unit strives to meet the diverse needs of every candidate, Gardner (2006) states, and "Good teachers have always realized that different approaches prove effective with different kinds of students. Such sensitivities to individual differences can become part of the teacher's competence and can be drawn on in the course of regular instruction."
- MSU-N candidates must understand diversity is about embracing one another's uniqueness. **Diversity** is a critical element and unifier for our mission in three important ways. First, the unit believes culturally, socially and intellectually rich environments assist future teachers' growth (Golnick and Chinn, 2006). Second, the unit believes MSU-N is an academic center of its area, a hub of educational opportunities for northern Montana and southern Canada, and, as such makes every effort to develop partnerships with local area communities, tribal schools, schools, businesses, and industry. Third, the unit understands and delivers a curriculum with a variety of offerings, approaches, philosophies, and assessments for its teacher education candidates.

The unit acknowledges and embraces the 'Commitment to Content', 'the Commitment to Pedagogy', and the 'Commitment to Diversity' and understands the need for assessment of these constructs to prove reliability and validity of its programs. The primary goal is the ability of candidates to function and flourish in a wide variety of learning environments with a wide variety of learners, and therefore to provide the best educational experiences for 21st century learners.

Gardner, H. (2006). *Multiple intelligences*, Page 184. New York, NY: Basic Books.

Golnick, D. & Chinn, P.C. (2006). *Multicultural education in a pluralistic society*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Schunk, D. (2000). *Learning theories an educational perspective*. Upper Saddle River, NJ: Prentice-Hall, Inc

Course Policies:

Focus on Diversity: The professional education programs emphasize and focus on Diversity to increase and help develop candidates' skills with different cultural groups. Experiences are provided to expand awareness of diversity and promote synthesis of the impact candidates' and faculty's own unique backgrounds have upon our practices. This course presents content which prepares our candidates to enter local-area schools with an understanding and recognition of the distinct and unique cultural heritage of Montana's Indian Tribes, and also the challenges of serving students with intergenerational poverty.

Academic Misconduct: The following statement which comes from current academic year's Student Handbook/ Datebook, published by Montana State University, will be used in this course as a guide: The faculty, administration, and students of Montana State University – Northern believe that academic honesty and integrity are fundamental to the mission of higher education. The University has a responsibility to promote academic honesty and integrity, and to ensure the highest ethical and professional standards and behavior in the classroom. Accordingly, the University has developed procedures to address instances of academic dishonesty. Professional Education candidates who violate these standards commit academic misconduct and will be subject to academic and /or disciplinary sanctions.

Additional policies and updates of the following policies can be found at <http://www.msun.edu/admin/policies> . When in doubt, candidates should ask their instructor and attempt to document the source as accurately and completely as possible. Candidates should be advised that any act of plagiarism and/or academic dishonesty will lead to a failing grade on the assignment in that particular course, with the possibility of further sanctions imposed by the college and university.

Disability Statement: If candidates have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, please contact Student Support Services at in Cowan Hall 113 or phone them @406.265.3783.

Program Expectations for Candidates

Each semester, program faculty review candidates' academic progress and demonstration of appropriate professional dispositions. Academic progress is determined by cumulative GPA; dispositions are assessed using the "Disposition Assessment Form."

Grading scale used by all instructors in the Elementary Education Program upon admission into the Teacher Education Program:

A	100-96
B	95-90
C	89-80
D	79-70
F	69-Below

Additional policies and updates of the following policies can be found at <http://www.msun.edu/admin/policies>

Lesson Plan Template

Stage 1—Desired Results	
Established Goals: (Standards, Benchmarks, and Rationale)	
Understandings: <i>Students will understand that...(learner outcomes)</i>	Essential Questions:
<i>Students will know...(goal)</i>	<i>Students will be able to...(objectives)</i>
Stage 2—Assessment Evidence	
Performance Tasks:	Other Evidence:
Stage 3—Learning Plan	
Learning Activities: Anticipatory Set: Procedures: Addressing the diverse learner: Closure:	
Lesson Reflection:	

Lesson Plan Rubric			
Items Being Assessed	Excellent 100 points	Satisfactory 90 points	Below Standard 69 points
Objectives and Standards	Standards, instructional goals and behavioral objectives are completely written out.	Standards, instructional goals and behavioral objectives are clear.	Standards, instructional goals and behavioral objectives are vague.
Anticipatory Set	Contains multiple examples and detailed a script of what to say; examples of instructional language included	Focused student attention on the lesson, a 'grabber', connected prior knowledge.	Not really focused, did not connect the prior knowledge or anticipatory set missing.
Teacher Input	Contains a detailed script and several examples of input for students to gain content understanding; incorporated alternative learning styles.	Provides basic information needed for students to gain the knowledge or skill.	Instructional input is vague. Did not define where it is from the rest of the lesson or teacher input is missing.
Modeling the Behavior	Several examples of how students are to go about completing the lesson, includes detailed script/description incorporating alternative learning styles	Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work.	Vaguely showed students what is expected or modeling the outcome is missing.
Check for Comprehension	Checking for comprehension is detailed with multiple examples of how the teacher will do this throughout the lesson.	Checking for comprehension is stated with at least one example of how this will be done.	Checking for comprehension not stated anywhere in the lesson plan.
Guided Practice and Diversity	Several examples of activities are included that incorporate alternative learning styles, cooperative groups or individual work. Appropriately addresses diverse learners.	An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision. Makes some modifications for diversity.	Guided practice is vague or no guided practice is present. Diversity not addressed.
Closure	Clear, concrete, comprehensive; sets stage for new learning.	Actions or statements are provided that are designed to bring a lesson presentation to an appropriate conclusion.	Closure is vague or there is no closure mentioned.
Assessment	Assessment incorporates the stated objectives and reflects lesson goal with multiple and alternative assessment strategies described in detail.	An assessment is described with relevance to stated objectives; assess. Data is collected or planned for collecting.	There is an assessment, but it has little relevance to stated objectives or no assessment was mentioned in the lesson.
Materials	Examples of worksheets or information attached with materials clearly stated and relevant to the lesson; books used are referenced.	Materials are listed and directly related to the lesson format and content.	Materials are incomplete, partly described, or materials are missing altogether.
Mechanics	Neat, organized, no spelling or grammatical errors are present.	A few spelling and grammatical errors are present or too many spelling and grammatical errors are present.	Many errors.
Total Score ____ x 3= _____			

ARTIFACT REFLECTION SHEET

NAME:

DATE:

MAJOR:

ARTIFACT TITLE:

RELATED COURSE & INSTRUCTOR:

RELATED COURSE OBJECTIVE(S):

RELATED INTASC STANDARD(S):

IN THE SPACE BELOW, DESCRIBE THE ARTIFACT AND HOW IT RELATES TO THE CONCEPTUAL FRAMEWORK OF THE EDUCATION PROGRAM:

IN THE SPACE BELOW, DESCRIBE AND EXPLAIN IN WHAT WAY(S) THIS ARTIFACT RELATES TO THE COURSE OBJECTIVE(S) YOU ALIGNED IT WITH AND HOW IT CONTRIBUTED TO YOUR GROWING COMPETENCE IN THE EDUCATION PROGRAM:

Artifact Reflection Rubric

CATEGORY	10	5		
RELATED COURSE OBJECTIVE(S)	Student has identified all related course objectives.	Student has not adequately identified all related course objectives.		
RELATED INTASC STANDARD(S)	Student has identified all related INTASC standards.	Student has not adequately identified all related INTASC Standards.		
CONCEPTUAL FRAMEWORK	Student has adequately described the connection between the artifact and the four threads of the conceptual framework.	Student has not adequately described the connection between the artifact and the four threads of the conceptual framework.		
STUDENT GROWTH	Student has adequately described and explained in what way(s) the artifact relates to the course objectives and how it contributes to their growing competency in the education program.	Student has not adequately described and explained in what way(s) the artifact relates to the course objectives and how it contributes to their growing competency in the education program.		

Chapter Reflection Rubric

Section #1				
	Unacceptable 10 pts	Fair 30 pts	Acceptable 40 pts	
Content & Development	<ul style="list-style-type: none"> - Content is incomplete. - All key points of chapter are not present. 	<ul style="list-style-type: none"> - Content is not comprehensive and /or persuasive. - Major points are made, but not well supported. 	<ul style="list-style-type: none"> - Content is comprehensive. -Key points of chapter are addressed and clearly stated and well supported. - Content and purpose of the writing are clear. 	
Section #2				
	Unacceptable 2 pts	Fair 5 pts	Acceptable 10 pts	
Organization & Structure	<ul style="list-style-type: none"> - Organization and structure detract from the message of the writer. - Paragraphs are disjointed and lack transition of thoughts. 	<ul style="list-style-type: none"> - Structure of the paragraphs are not easy to follow. - Paragraph transitions need improvement. 	<ul style="list-style-type: none"> - Structure of the paragraphs are clear and easy to follow. 	
	Unacceptable 1 pts	Fair 2 pts	Acceptable 5 pts	
Grammar, Punctuation & Spelling	<ul style="list-style-type: none"> - Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone. 	<ul style="list-style-type: none"> - Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone. 	<ul style="list-style-type: none"> - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure. 	
	Unacceptable 1 pts	Fair 2 pts	Acceptable 5 pts	
Format	<ul style="list-style-type: none"> -Paper is inadequate and less than 300 words 	<ul style="list-style-type: none"> - Paper is less than 350 words length. 	<ul style="list-style-type: none"> - Paper is 350 words or more 	

Posting Rubric

Your Post				
Criteria	20 Points	15 Points	10 Points	5 Points
	Outstanding	Proficient	Basic	Below Expectations
Critical Thinking	<ul style="list-style-type: none"> ➤ Rich in content ➤ Well thought out, insightful, and shows a keen understanding of the content ➤ Explains how content will be used in future classroom ➤ Answered in 150 words or more and addresses all questions 	<ul style="list-style-type: none"> ➤ Substantial information ➤ Answers have some thought to them, but do not show a keen understanding of all content ➤ Explains how content will be used in future classroom Answered in 125-149 words or more and addresses all questions 	<ul style="list-style-type: none"> ➤ General Information ➤ Information is lacking details and does not show understanding of all content ➤ Explains how content will be used in future classroom Answered in 100-124 words or more and does not addresses all questions 	<ul style="list-style-type: none"> ➤ No insight to content is present ➤ Vague and not well thought out ➤ Does not explains how content will be used in future classroom ➤ Answered in ≤ 99 words and does not addresses all questions
	10 Points	8 Points	5 Points	2 Points
Grammar, Spelling, English	Free of all errors	One spelling, capitalization, punctuation, or grammatical mistake	2-3 spelling, capitalization, punctuation, or grammatical mistakes: post appears to be done “in a rush/last minute”	4 or more spelling, capitalization, punctuation, or grammatical mistakes: post appears to be done “in a rush/last minute”

Response to Discussion Rubric

- In addition to your one, original post, you must reply to at least one other classmates for each

Criteria	15 Points	10 Points	6 Points	2 Points
	Outstanding	Proficient	Basic	Below Expectations
	<ul style="list-style-type: none"> ➤ Posts factually correct, reflective, connects to personal life and substantive contributions ➤ Advances discussion and is 75 + words 	<ul style="list-style-type: none"> ➤ Posts factually correct, reflective, connects to personal life, but strays from what original post was stating ➤ Advances discussion and is 65-74 words 	<ul style="list-style-type: none"> ➤ Repeats what was said and does not add substantive information to the discussion ➤ 50-64 words 	<ul style="list-style-type: none"> ➤ Post information that is off-topic or not relevant to original post. ➤ ≤ 49 words
	5 Points	3 Points	2 Points	0 Points
Grammar, Spelling, English	Free of all errors	One spelling, capitalization, punctuation, or grammatical mistake	2-3 spelling, capitalization, punctuation, or grammatical mistakes: post appears to be done "in a rush/last minute"	4 or more spelling, capitalization, punctuation, or grammatical mistakes: post appears to be done "in a rush/last minute"

topic.

- Original posts should consist of at least 700 characters or more (not including spaces; roughly 150 words).
- Replies to other students should consist of at least 350 characters or more (not including spaces; roughly 75 words).

SECTION THREE

A. Course Assignments/Projects/Assessments

a. Attendance (20 points/week)	280 Points
b. Chapter Reflection (50 points each)	1000 Points
c. Discussion Post (30 points each)	240 Points
d. Discussion Replies (20 points each)	160 Points
e. Research Paper	100 Points
f. Lesson Plan	50 Points
h. Activities/Artifacts/Reflections (30 points each)	150 Points
i. Presentation (6 @ 30 points each)	150 Points
j. Final	120 Points
Total	2250 Points

B. Course Requirements and Expectations/Policies

- a. **All work will be done with careful attention to correct spelling, grammar, and punctuation, as well as other given criteria.** Work will be submitted on the due date indicated on the class schedule that follows or the date given by the instructor when the assignment is given. If you have been excused from class, work will be considered late if it is not available to the instructor in hard copy or electronic form by the day of class at 6:10 p.m., unless other arrangements have been made. Work not turned in on the assigned date will result in a zero.
- b. Students are expected to attend class as scheduled. Attendance counts for a large percentage of the student's overall grade. **Any absence, excused or unexcused, results in a 0 for the attendance/participation grade for that particular class.** Students **must** contact the instructor in advance of any absence. Failure to do so will result in a zero. As always, there may be exceptions for excused absences. Grade reduction for each absence will be to the discretion of the instructor. **No extra credit assignments will be given to make up for loss of attendance points.**
- c. All reflections will reflect the entire chapter highlighting the essential or key components.
- d. Students must do their own work unless assigned a group task. Responsible academic behavior is expected of all candidates involved in learning at higher institutions. Guidelines for academic integrity are included within MSU-Northern Catalog. Breaches of integrity include cheating, fabrication, facilitating academic dishonesty, and plagiarism.

C. **Tentative Course Schedule (Subject to change)**

AUGUST 25

- Review syllabus, book, and course schedule.

Homework Assignments: (Due: Sept. 1)

1. Read the following 3 articles

<http://www.edutopia.org/blog/preparing-classroom-culture-deeper-learning-elizabeth-garcia>

<http://blog.reallygoodstuff.com/25-tips-for-creating-a-healthy-classroom-environment/>

http://www.educationworld.com/a_curr/creating-safe-classroom-environment-climate.shtml

2. Reflection: You will write a separate reflection for each article. This reflection will summarize all of your reading, not just one part or section (see rubric found in this syllabus). This assignment will be submitted via D2L on or before class begins next week.

***You will want to bring detailed notes or the actual articles to class next week. You will need to recall or have access to the information for an assignment you will complete in class.**

September 1

In class: Lecture, Healthy classroom activity, end of class journal

Homework Assignments: (Due: Sept. 8)

Next week is Suicide Prevention week.

DUE September 8:

1. Read Chapters 10

2. Chapter 10 Reflection

3. **Discussion Post:** 1. Visit the following 2 websites:

<http://www.secasa.com.au/pages/helping-the-abused-student-in-the-classroom/>

<https://www.childwelfare.gov/pubs/usermanuals/educator/educatore.cfm>

2. Read the articles and post a response to your findings at both sites. Refer to the rubric in this syllabus for posting expectations. What did you find most interesting? Troubling? Concerns? Questions you have? You may also use information from Chapter 10 in your post too.

3. You will need to reply to 1 post. Refer to the rubric for response to posts to see what is expected.

September 8

In class: Lecture and end of class journal

Homework Assignments: (Due: Sept. 15)

1. Read Chapters 1 and 2

2. Reflection: You will write a separate reflection for each chapter. This reflection will summarize all of your reading not just one part or section (see rubric found in this syllabus).

3. **Discussion Post:** 1. Read Appendix C in your text pages 433-436. What common characteristics and needs do you find similar in all ages of students? How do the characteristics and needs change with the grades? Post your response and reply to at least one in the discussion on D2L (see rubric located in this syllabus for grading and expectations).

SEPTEMBER 15

In class: Lecture and end of class journal

Homework Assignments: (Due: Sept. 22)

1. Read Chapter 3

2. Chapter 3 Reflection

3. **Activity:** Create a visual aid (poster, power point, etc.) to demonstrate your definition of health and the dimensions or domains that you believe define health. **You will be presenting these to the class.**

4. **Discussion Post:** 1. Visit the following website: www.kidshealth.org and click on the “for educators” link. How would you use this site for lessons in your classroom? What did you find most useful on this site and why? What did you not like? Post your response and reply to one in the discussion on D2L (see rubric located in this syllabus for grading and expectations).

SEPTEMBER 22

In class: Present Visual Aids and end of class journal

Homework Assignments: (Due: Sept. 29)

1. Read Chapter 7
 2. Chapter 7 Reflection
 3. Visit the following website:
<http://www.wellnesscke.net/downloadables/Rationales,Strategies&ResourcesforMovementintheClassroom.pdf>
2. Select one of the games/lessons to teach to the class. 3. You will teach the class this game next week. You will be expected to be prepared by: 1) all materials are brought to class 2) You know how to play the game and teach it (no looking at notes) 3. You will present this as a professional teacher would to students in their classroom.
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SEPTEMBER 29

In class: Teach Games to class, lecture, discussion, and end of class journal

Homework Assignments: (Due: Oct. 6)

1. Visit the following website:
<https://docs.google.com/file/d/0B0BHRLI0GEW7ZDBINjk4YWEtMjZjMy00MjFiLTg4ZDYtYjEyNzc1MzIwZTVl/edit?pli=1>
 2. Read the article and write a reflection.
 3. Post: What moved you? What are your concerns? What do you agree or disagree with? What questions do you have? Respond to **1 post**.
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OCTOBER 6

In class: Discuss article read for homework, lecture (how to write a research paper), end of class journal

Homework Assignments: (Due: Oct. 20) Next week is an Independent Study week: No Class

1. Read Chapter 5 and write a reflection.
2. Anti-Bullying Research Paper: You will write a research paper on bullying. Here are some questions to help you in your writing:

Questions: Do you think bullying is a serious problem in schools today? How has bullying changed over the years? Is there more suicides today compared to the past? How much of the suicides of the past and today are linked to bully behavior? Anti-Bullying Research Paper: Write a research paper on this topic. Make sure your paper addresses the following: What are schools doing to stop bullying? How can teachers deal with this in the classroom? How do parents feel about what schools are doing? Make sure to cite your sources.

OCTOBER 12

INDEPENDENT STUDY: NO CLASS

Due Oct. 20: Research Paper and Chapter 5 Reflection

OCTOBER 20

In class: Discuss bully research and emotional healthy children, end of class journal

Homework Assignments: (Due: Oct. 27)

1. Read Chapter 4 and 6
2. Reflection for each chapter
3. **Activity: (This will be shared in class, bring what you need to discuss this in depth)**

Purpose: A safe, comfortable classroom does not happen by chance. The most successful teachers create an intentional plan for building a positive learning environment prior to the first day of school. Developing activates to support a positive learning environment will assist you in building a positive classroom environment and strengthening your teaching philosophy.

Activity: Review the strategies presented in your text chapters 1-6 and websites you have visited for building a positive learning environment. Think of how you would implement several of these strategies in a classroom situation and reflect on the effectiveness of each in building a positive learning environment.

Artifact: Create a power point that depicts a plan for how you will build a positive learning environment citing specific classroom activities you can implement to support your efforts. Provide a justification for your selection of activities.

Reflection (follow rubric and submit in D2L): What did you learn from this activity? Why is it important to have a plan for building your classroom environment prior to the first day of school? What elements do you believe are most important in building a safe learning environment? Support your responses.

OCTOBER 27

In class: Present Power Points and end of class journals

Homework Assignments: (Due: Nov. 3)

1. Read Chapters 8
2. Reflection for each chapter
3. **Activity (This will be shared in class, bring what you need to discuss this in depth.)**

Purpose: In June 2004, the Child Nutrition and WIC Reauthorization Act was signed into law, making it mandatory for schools who in the *National School Breakfast Program* or the *National School Lunch Program* to have a written school wellness policy by July 1, 2006. One main area of the policy relates to nutrition standards for all the foods served in school, including food used for school and classroom rewards for students. While children like food rewards these often contradict the nutrition lesson being taught in the classroom. This activity will help you examine different approaches to classroom rewards and aid you in developing your own classroom practices.

Activity: Develop a reward policy for your classroom. This will contain both intrinsic and extrinsic rewards. Your reward policy cannot consist of any foods.

Artifact: Create a poster to display in your classroom stating your reward policy detailing what, why, how and when you will use these rewards.

Reflection: (follow rubric and submit in D2L) What did you learn from this activity? How did it change your view of the use of rewards in the classroom? Would you still use food as a reward in your classroom? Why? Does your reward policy support your teaching philosophy and your beliefs about health? Support your statements.

NOVEMBER 3

In class: Present Reward Policy Poster, Lecture, and end of class journals

Homework Assignments: (Due: Nov. 10)

DUE NEXT WEEK: 1. Read Chapter 9

2. Chapter 9 Reflection
3. **Discussion Post:** 1. Revisit the activity/lessons on pages 256-267 in your text. 2. Select on activity/lesson and discuss how you would use this in your classroom and why you selected this activity/lesson. Post your response and reply to at least one in the discussion on D2L (see rubric located in this syllabus for grading and expectations).

NOVEMBER 10

In class: Lecture and end of class journals

Homework Assignments: (Due: Dec. 1)

1. Read Chapters 11 and 12
 2. Reflection for each chapter
 2. Create a lesson plan and power point that you would use during “Red Ribbon Week” to teach the students about being “drug free”. **You will present your power point to the class on November 24.**
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NOVEMBER 17

In class: Lecture and end of class journals

Homework Assignments: (Due: Nov. 24)

Create a lesson plan and power point that you would use during “Red Ribbon Week” to teach the students about being “drug free”.

NOVEMBER 24

In class: Present Drug free power points

Homework Assignments: (Due: Dec. 1)

1. Read Chapters 13 and 14
 2. Chapter 13 and 14 Reflection
 3. **Discussion Post:** 1. Visit the following website:
http://www.nasponline.org/resources/crisis_safety/griefwar.pdf Reflect on your readings and post your response and reply to at least one in the discussion on D2L (see rubric located in this syllabus for grading and expectations).
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DECEMBER 1

In class: Lecture, discuss final, and end of class journal

DECEMBER 8 FINAL EXAM DUE NO LATER THAN 4:30 p.m.